

"To understand concepts and ideas and experiment with them. Also, to work independently."

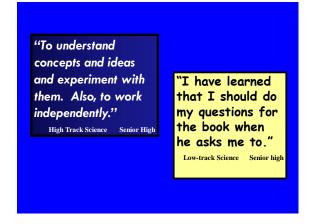
High Track Science Senior High

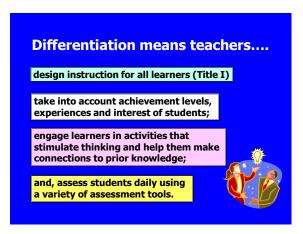
"I have learned that I should do my questions for the book when he asks me to."

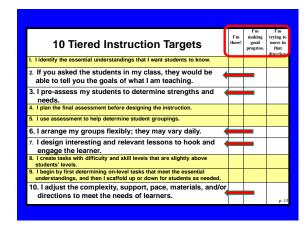
Low-track Science Senior high

"It think the most "To learn to important thing I've listen and done in this class is to follow the exercise my brain. directions of To work out problems logically so I can the teacher." learn to work out Low-track Math—Senior High problems later in life logically." High-track math Senior high

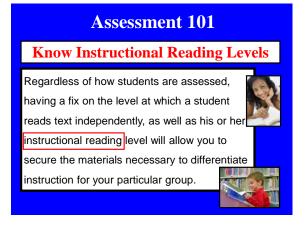








Literacy, Learning, and Differentiation



Seven key reading strategies that thoughtful readers use, outlined by Pearson et al (1992), are intended to assist the reader in comprehending and thinking critically about a text. These seven "tools" should be taught and practiced until they become part of the learner's repertoire:

Activating background knowledge to make connections between new and known information—How does what I know connect to what I am about to learn?

Questioning the text—Do I agree, disagree, have more questions?

Drawing inferences—What will happen next?

Determining importance—Which portion of the text should I remember?

Creating mental images—How can I improve comprehension by tapping into visual memory systems?

Repairing understanding when meaning breaks down—I don't understand, so what "fix-it" strategy should I use?

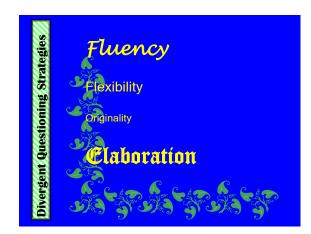
Synthesizing information—How can I combine everything I've learned for greater meaning—connecting, questioning, and inferring to better understands?

#### A Word About Independent Reading

- Students with the best vocabulary are readers
  (Anderson and Freebody, 1983).
- Good readers read about 1 million words a year (Nagy & Anderson, 1984).
- Students' vocabulary knowledge is not comprised of word definitions; rather it is a series of connected concepts that have been stored after each encounter with a word (Beck et al., 2002; Spencer & Guillaume, 2006).

...traditional vocabulary assignments in which students look up a word in the dictionary or copy a list of words and their definitions from the chalkboard are ineffective. Vocabulary lists do not help students absorb a word to the point at which they can think with it and use it in discussion and writing; wide-range reading does.

(Graves, 2006; Michaels, 2001)



Is fluency always related to reading?



### In what ways is this picture like...

- Keeping up with homework.
- ▶ Global warming
- The South (or North) in the Civil War
- The three branches of government
- > Dimmesdale or Prynne in *The* Scarlet Letter.

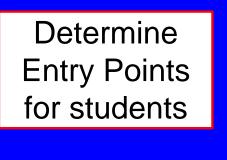


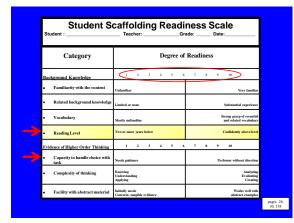
## Know your learners: Assess and Scaffold to meet Students' Needs

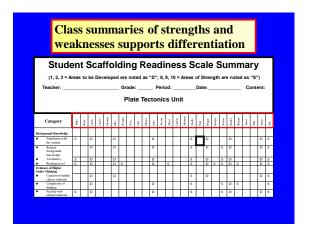
- Focus on assessment for learning
- Use a range of assessments
- Build in self-assessment by students
- Track results

Format  Multiple-choice	Brief Constructed Response		esponse Format erformance-Based Assessmer	ıt
True-false Matching Enhanced multiple choice	Fill in the blank   word(s)   phrase(s)   phrase(s)   bhrase(s)   Short answer   sentence(s)   paragraph   Label a diagram   "Show your work"   Visual representation   Web   Concept map   Flow chart   Graphtable	Product  Essay Research paper Story/play Poem Portfolio Interactive notebook Art exhibit Science project Model Video/audiotape Spreadsheet	Performance  Oral presentation Dance/movement Science lab demonstration Athletic skills performance Dramatic reading Enactment Debate Musical recital Technology applications	Process-Focused Assessment  Oral questioning Observation "kid watching" Interview Conference Process descriptic "Think aloud" Learning log
	illustration     Source:	Lab report  Assessing Learning in the Cl	assroom, NEA by Jay McTigh Adaptation	

Teacher Self-Checklist for Differentiation of Content	Notes to Self
What is the content that I am to teach for this lesson or unit?	
What does the learning target tell me that students need to know and be able to do?	
Which information is most essential to the learner?	
What are the big ideas of this lesson or unit?	
What are the key vocabulary terms that students must learn?	
Are the vocabulary terms part of each student's existing background knowledge or will I need to build this understanding for all or a portion of the class?	<b>j</b>
If a portion, which students will need to have additional support to acquire content vocabulary?	
How will I determine what my students know already so I can build upon (scaffold) their learning?	
Can related content be brought in to expand thinking and provide	p. 54







	Differentiatin	g by Process	3
Group 1	Group 2	Group 3	Group 4
The emphasis is on connecting to background knowledge and clarifying vocabulary terms using many visual prompts. Numerous nonfiction materials at instructional reading levels are provided with strong teacher coaching.	The emphasis is on building on existing knowledge of plate tectonics. Non-fiction materials at a range of levels are provided. The feacher models thinking and sets up tasks that reinforce the content. The teacher coaches and monitors progress of students.	The emphasis is on providing numerous resources that affirm and enhance basic knowledge. A range of tasks that build connections are provided with student choices built in. Students may work independently or with a partner. The teacher serves as a resource.	The emphasis is on broadening access to esources at multi-evels and expanding to cabulary and connections. Students define and identify real-life topics to be explored and work with a partner or small group. The teacher serves as a resource.
Caleb Stanley India Yancy Reggie	Brian Gail Dawson Harper Jaleel Ellie	Carrie Lauren Fran Paul Jeremy Valerie Montana Will	Angie Thomas Noelle Robbie Serene Fredddie Zeb

# Elements of Scaffolding

6th grade: Topic – AMERICAN REVOLUTION: The student will demonstrate knowledge of the causes and results of the American Revolution by identifying the issues of dissatisfaction that led to the American Revolution and identifying how political ideas shaped the revolutionary movement in America.

Title	Publisher	Fountas/ Pinnell
		Level
Sam the Minuteman	HarperTrophy	Level J
Revolutionary War on Wednesday	Random House	Level M
Redcoats and Petticoats	Hampton-Brown	Level P
If You Lived at the Time of the American Revolution	Scholastic	Level Q
A Time Line of the American Revolution	Rosen	Level R
The Start of the American Revolutionary War: Paul	Rosen	Level S
Revere Rides at Midnight		
The American Revolution	Random House	Level T
George vs. George: The American Revolution as	National Geographic	Level U
Seen from Both Sides		
Revolution!	Houghton Mifflin	Level V
Fight for Freedom: The American Revolutionary War	Scholastic	Level X
<u> </u>		



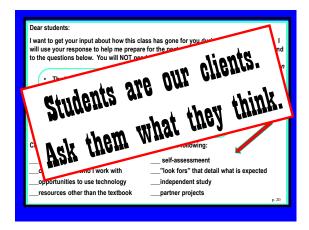
Differentiate for Struggling Learners while Building Thinkers...

# Establish clear "LOOK FORS"

Students perform at their highest levels when they are very clear about expectations. Criteria lists or "look fors" for class work and projects guide students and serve as tools for selfmonitoring.

### Involve Students as Partners in Learning

- Work with students to ensure relevance of content
- 2. Survey interest areas
- 3. Complete "I Can" Self-Assessments
- 4. Journal about "What Works/What Doesn't" in class
- 5. Involve students in creating assessments/tests to be used for a grade



I know my audience for writing.	<u> </u>	<b>E</b>
I write for different reasons.	<u> </u>	<b>@</b>
I talk to a friend or a teacher to help me with my ideas.	<del></del>	<b>©</b>
I edit my writing to make it more readable.	***	9
I use rich vocabulary when I write	قق	

Skills in Build It-3D	Very Confident	Somewhat Confident	Still Nee Help
I can use a protractor.			
I can find the sum of angles of triangles and quadrilaterals.			
I can explain when and why shapes are congruent.			
4. I can sort triangles and quadrilaterals.			

Self-Assessment for Teachers

An Assessment Checklist

Directions: Use the indicators below to evaluate the project, paper, product, or test that you are using to measure what students have learned.

Indicator

Alignment

Indicator

Needed?

Alignment

Inside assessment authentic, including real-life connections and big ideas had dependently of understanding?

2. Does the assessment aide specific vocabulary related to the content?

3. Does the assessment aign with the lock fors or criteria lists that were provided to students?

4. Does the method of assessing align with the verb, i.e., compare/contrast, analyz, as well as, the level of thinking implied by the standard that is being assessed?

Indicator

Thinking Skills

5. Does the assessment or product students complete reflect a range of complexity in thinking?

